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ABSTRACT

The materials included in this booklet are designed for use by participants in Application Sessions A and B for Teacher Educators in postsecondary institutions. These materials are initial drafts prepared for filed testing only. They are not the final products to be delivered at the completion of the project. The materials are organized within two sections: (1) Preparing Teachers to Analyze and Alleviate Sex Bias in Instructional Materials; and (2) Preparing Teachers to Analyze and Alleviate Sex Bias in the Classroom, the School, and the Profession. These participant materials are one component of a multicomponent training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title 9 of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized and tested in the 20 regional workshops of the CCSSO's Title 9 Equity Workshops Project. (Author/JL)

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(Postsecondary Materials)

ED155500

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY

APPLICATION MATERIALS FOR TEACHER EDUCATORS

TITLE IX EQUITY WORKSHOPS PROJECT

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Field Test Materials
Not for Final Distribution

CG 012 441

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY

APPLICATION MATERIALS FOR TEACHER EDUCATORS

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Prepared for the
Council of Chief State School Officers
Title IX Equity Workshops Project

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

Field Test Materials
Not For Final Distribution

Preface

These participant materials are one component of a multi-component training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized and tested in the 19 regional workshops of the CCSSO's Title IX Equity Workshops Project. Participant materials for the Project were funded under contract #P-77-0139 with the Educational Equity Group of the National Institute of Education, Department of Health, Education, and Welfare. The Title IX Equity Workshops Project is funded under contract #300-76-0456 with the Women's Program Staff, U. S. Office of Education.

These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. Individuals or groups interested in reproducing these materials should obtain permission from the CCSSO Title IX Equity Workshops Project, as revisions of these materials are continually being made. It may be possible to obtain improved versions for reproduction. The final products will be completed April 1, 1978.

These materials included in this booklet are designed for use by participants in Application Sessions A and B for Teacher Educators in postsecondary institutions. The Resource Center on Sex Roles in Education is grateful to Myra Sadker and David Sadker who developed these materials for teacher educators. Shirley McCune and Martha Matthews are Co-Editors of the training model. Members of the Resource Center staff who assisted include Joyce Kaser and Lois Jamieson.

These materials are organized within two sections:

- Preparing Teachers to Analyze and Alleviate Sex Bias in Instructional Materials--Worksheets for Application Session A for Teacher Educators

- Preparing Teachers to Analyze and Alleviate Sex Bias in the Classroom, the School, and the Profession--Worksheets for Application Session B for Teacher Educators

Acknowledgement is given to Sarita Schotta, Project Monitor, National Institute of Education, for the advice and assistance provided in the development of the participant materials for the regional workshops. Acknowledgement is also given to M. Patricia Goins, Project Monitor, Women's Program Staff, U. S. Office of Education, and to Joan Duval, Director, Women's Program Staff, for their advice and assistance in the implementation of the contract for the CCSSO Title IX Equity Workshops Project.

Special appreciation is also extended to the nineteen subcontractors implementing the model in the regional workshops for their contributions, support, and patience throughout the project.

September 1977

PREPARING TEACHERS TO ANALYZE AND ALLEVIATE SEX BIAS IN INSTRUCTIONAL MATERIALS

WORKSHEETS FOR APPLICATION SESSION A FOR TEACHER EDUCATORS

SEX BIAS IN CURRICULAR MATERIALS:
AN INTRODUCTORY ASSESSMENT

Participant Worksheet 1

1. Think about the content and format of curricular materials that are used in the various subject areas throughout elementary and secondary schools. Identify as many ways you can in which these books are biased in their portrayal of females and males.

2. What efforts have been made to work toward sexual equity in elementary and secondary instructional materials?

3. What steps need to be taken in the future to achieve sexual equity in instructional materials?

   What efforts have been made to eliminate sex bias in teacher preparation materials?

4. In your opinion, what impact does biased portrayal of females and males have on the students who are exposed to these materials?

SUMMARY OF THE FORMS OF BIAS IN CURRICULAR MATERIALS

Participant Worksheet 2

1. Invisibility: Certain groups are underrepresented in curricular materials. The significant omissions of women and minority groups have become so great as to imply that these groups are of less value, importance, and significance in our society.

   Example of Sex Bias: One study of elementary readers showed that there were three times as many stories concerning adult male characters as compared to adult female characters, and six times more biographies of males than females.

2. Stereotyping: By assigning traditional and rigid roles or attributes to a group, instructional materials stereotype and limit the abilities and potential of that group. Not only are careers stereotyped, but so too are intellectual abilities, personality characteristics, physical appearance, social status and domestic roles. Stereotyping denies students a knowledge of the diversity, complexity and variation of any group of individuals. Children who see themselves portrayed only in stereotypic ways may internalize those stereotypes and fail to develop their own unique abilities, interests and full potential.

   Examples of Sex Bias: Girls are characterized as timid, fearful, dependent, docile and incompetent.

   Women are characterized as wives and mothers who rarely venture from the home.

   Boys are stereotyped as athletic, mechanical, adventuresome, brave and unemotional.

   Men are characterized as seldom caring for an infant, preparing a meal, or failing to accomplish a particular task.

3. Imbalance/Selectivity: Textbooks perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives which may apply to a particular situation. Through selective presentation of materials, textbooks distort reality and ignore complex and differing viewpoints. As a result, millions of students have been taught little or nothing about the contributions, struggles, and participation of women and minorities in our society.

   Example of Sex Bias: Some textbooks report that "women were given the vote," but omit the physical abuse and sacrifices suffered by the leaders of the suffrage movement.

4. Unreality: Textbooks frequently present an unrealistic portrayal of our history and or our contemporary life experience. Controversial topics are glossed over and discussions of discrimination and prejudice are avoided. This unrealistic coverage denies children the information they need to recognize, understand, and perhaps some day conquer, the problems that plague society.

Example of Sex Bias: Textbooks rarely show women facing job discrimination or facing legal inequities.

5. Fragmentation/Isolation: By separating issues related to minorities and women from the main body of the text, instructional materials imply that these issues are less important than and not a part of the dominant culture. The practice of isolating female and minority issues teaches students that these issues are unrelated to the main theme and events of the text and represent only a minor diversion.

   Example of Sex Bias: A text which presents a boxed off insert entitled "Famous Women in American History."

   A literature anthology in which there is a single chapter on "Notable Women Writers."

6. Linguistic Bias: Curricular materials reflect the discriminatory nature of our language. Masculine terms and pronouns, ranging from "our forefathers" to the generic "he", deny the participation of women in our society. Further, occupations, such as "mailman" are given masculine labels that deny the legitimacy of women working in these fields. Imbalance or word order and lack of parallel terms that refer to females and males are also forms of linguistic bias.

   Example of Sex Bias: Man and his world, man made tools, manpower, and the exclusive use of the pronoun "he", salesman, policeman, men and girls (to refer to adults of both sexes), boys and girls, males, females, he or she, and other work order in which males are consistently placed first.

[1]Adapted from formulation developed by Martha Matthews in Combatting Bias in Instructional Materials--A Resource Kit for Educators, Washington, D. C. Resource Center on Sex Roles in Education, forthcoming.

IDENTIFYING SEX BIAS IN K-12 INSTRUCTIONAL MATERIALS--CASE STUDIES

Participant Worksheet 3

After reviewing the "Summary of the Forms of Bias in Curricular Material" (Participant Worksheet 1) you are ready to try your hand at analyzing and remedying sex bias in textbooks. In each of the following cases, a textbook presentation is discussed. In many (but not all) of the cases, sex bias is present. If you note sex bias, identify the form (sexist language, invisibility, etc.) and suggest how you would reconstruct or rewrite the passage to eliminate the sexism. If no sex bias is present, simply indicate "none."

Case 1

"Agnes was 10 years old, but she still thought that playing Jack-in-the-box would be fun. Since, however, she was the only girl in the family, she knew she should help her mother." (Looking Ahead, Houghton Mifflin, 1966, Paul McKee, editor, page 70.)

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Case 2

"The contemporary farmer is radically different from the frontiersman of the past. He is knowledgeable in a complex, scientific endeavor, and his livelihood is dependent upon his efficiency."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Case 3

"The firefighters and police officers held a press conference to explain their grievances. The union president acted as spokesperson as she read the greivances to the reporters."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revisions:

Case 4

"Father came home early and noticed Tommy had been crying. He put off starting dinner and took Tommy for a 'walk talk.' Starting high school certainly had its problems."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revisions:

Case 5

"The last chapter of a social studies textbook is devoted to American life during the 1770's. It includes the following topics: The Economy, New Space Explorations, Contributions of Contemporary Women, Domestic Politics, Foreign Policy Decisions, Scientific Achievements and the Energy Crises."

Is this organization sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Case 6

"An elementary textbook uses the following terms: mankind, co-ed, man and wife, women were given the vote, salesman, brotherhood, forefathers."

Is this usage sexist? ____

What form(s) of sex bias? _____

Suggested revisions:

Case 7

"In a preview of the future, an elementary social studies textbook predicts the areas of change, and is divided into the following sections: Changing Values, Family Life, New Roles for Women, Your Participation, Community Life, Social Goals and Population, Need for Education. The illustrations reflect male scientists and engineers. The entire section on 'New Roles for Women' is quoted below:"

"Women in our society are already demanding new roles. By 2000, they may have complete equality with men. They will probably do as much work outside the home as men do. They will receive the same salaries. By 2000, women may also have equal social and political rights. There may be more women in government positions. Perhaps by then there will be a woman president. Many experts think that, by 2000, the old saying, 'A woman's place is in the home,' will no longer apply." (from Our Working World, The American Way of Life, Lawrence Senesh, SRA, 1973, page 377).

Is this passage sexist? ____

What form(s) of sex bias? _____

Suggested revisions:

Case 8

"Sam led, and Helen went after him. Helen held his hand in a hard grip. She was timid in the darkness... Helen fell and Sam helped her get up." (From Lippincott Basic Reading Program, Glenn McCracken and Charles Walcutt, editors, Book E, 1970, page 15).

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Case 9

The following sentences appeared in social studies texts:

"Abigail Adams influenced the social life of the capital."

"Mr. Hilgard took his wife to the west coast to locate a new house."

"The typical working man saw his pay check eaten up by inflation."

Are these sentences sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Case 10

"The girls stayed ahead of the boys through the whole game. When it ended at dark, they were ahead eight to seven. The boys could hardly believe it." (From Roads to Follow, Helen Robinson, Scott, Foresman and Company, 1965, page 54).

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

IDENTIFYING SEX BIAS IN TEACHER EDUCATION MATERIAL:
A PREDICTION SHEET

Participant Worksheet 4

This activity asks you to build on the previous exercises, to apply your bias detecting skills to your own profession and to reflect on the potential ways that sex bias may emerge in teacher education textbooks. Because there have been no comprehensive studies to date analyzing and evaluating sex bias in teacher education texts, we are asking you to predict as specifically as possible the nature and forms that sex bias might take in these books.

Several education courses that are offered in many teacher preparation institutions are listed below. Consider topics usually included in textbooks for each of these courses, and the specific ways sex bias might emerge in those topics.

As you consider instructional materials for each course, you may find it useful to refer to both the "Summary of the Forms of Bias in Curriculum Materials" and "Analyzing Sample Instructional Materials for Sex Bias." Try to be as specific as you can and whenever possible offer examples of sex bias as it might appear in instructional materials in these different courses. For example, foundations and introduction to teaching texts usually discuss current social issues in education. Consequently, one way sex bias might be manifested is through the omission of discussion of sex discrimination, Title IX, and the struggle for sexual equity in education.

Course: Introduction to Education

Typical Topics:

Potential Areas of Sex Bias:

Course: Psychology of Education

Typical Topics:

Potential Areas of Sex Bias:

Course: Methods and Materials of Instruction

Typical Topics:

Potential Areas of Sex Bias:

Course: Children's Literature

Typical Topics:

Potential Areas of Sex Bias:

Course: Special Education

Typical Topics:

Potential Areas of Sex Bias:

PREPARING TEACHERS TO ANALYZE AND ALLEVIATE SEX BIAS IN THE CLASSROOM, THE SCHOOL, AND THE PROFESSION

WORKSHEETS FOR APPLICATION SESSION B FOR TEACHER EDUCATORS

DISTINGUISHING BETWEEN SEX FAIR AND AFFIRMATIVE

Participant Worksheet 5

Part I

The following passages describe the story lines of several popular children's books. After each description, indicate whether you believe the book to be sex biased, sex fair or sex affirmative.

1. Betty Miles. The Real Me, Knopf. 1974.

Barbara Fisher wants to take tennis instead of the class in slimnastics, but she learns that her school does not offer tennis for girls. She takes over her brother's newspaper route and then finds that girls are not allowed to deliver newspapers. She protests and is called a nut. However, her efforts finally prove successful, and she becomes the city's first newspaper girl. Moreover, she finds that she has become a role model for younger children and that she is not a nut--but a pioneer.

Biased _____ Sex Fair _____ Affirmative _____

2. Sullivan Associates. Read and Think Series, 1974.

Male characters appear with far greater frequency than females who frequently fill roles as servants and as characters who are unable to succeed.

Biased _____ Sex Fair _____ Affirmative _____

3. Sharon Bell Mathis. Sidewalk Story. Viking, 1971

Lilly Etta is worried about her friend Tanya who is being evicted. Lilly Etta demonstrates the kind of courage usually reserved for male characters in children's books, and spends a night on the sidewalk protecting Tanya's household belongings. Her selfless act wins both publicity and a new apartment for Tanya.

Biased _____ Sex Fair _____ Affirmative _____

4. D. C. Heath and Company. Bookshop Series, 1973.

In this collection of stories, some nonstereotyped options for boys and girls are raised. However, there are approximately twice as many male characters as female characters.

Biased _____ Sex Fair _____ Affirmative _____

5. Norma Klein. Girls Can Be Anything. Dutton, 1973.

Young Adam and Marina play together, but always in stereotyped roles. Marina does not like her roles as nurse, stewardess and first lady. After a long discussion about sex bias with her parents, Marina no longer accepts these stereotyped roles. She now advocates the position that she can be a doctor, a pilot, or President. Marina makes it clear to Adam that sex stereotyped activities will have to stop.

Biased _____ Sex Fair _____ Affirmative _____

Part II

The following excerpts describe several popular teacher education textbooks. In each case, indicate whether you believe the book described is sex biased, sex fair or sex affirmative.

1. James Monroe Hughes and Frederick Marshall Schultz. Education in America (4th ed.) Harper and Row, 1976. 500 pp.

No female in the table of contents. No mention of sex discrimination at any point in the book. Out of hundreds of items in the index only two women are included (Mary Beard and Lenore Jacobson).

Biased _____ Sex Fair _____ Affirmative _____

2. Myra and David Sadker. Now Upon a Time: A Contemporary View of Children's Literature. Harper and Row, 1977.

Discusses children's literature through a contemporary issues approach. Has one chapter on "The Image of Women in Children's Literature." This chapter discusses sexist and nonsexist books for children preschool through adolescence. Sexism is discussed in several other chapters throughout the book. At no time is the generic "he" used except in cases of quotations. There are approximately equal numbers of females and males in the illustrative material.

Biased _____ Sex Fair _____ Affirmative _____

3. Diane Gersoni-Stavn. Sexism and Youth. R. R. Bowker, 1974.

A collection of articles on the nature of sexism in socialization. school, books, media, and toys. Over 90% of the articles are written by women. While most of the articles deal with the impact of sexism on women, there are some articles that deal with the effects of stereotyping on men.

Biased _____ Sex Fair _____ Affirmative _____

4. Allan C. Ornstein. Foundations of Education. Rand McNally, 1977. 593 pp.

A substantive and thorough chapter called "Social Class, Race, and Educational Achievement." The only comment on sex discrimination was as follows: "A related issue in curriculum trends is the regulations of Title IX of the Education Amendments of 1972, as amended in 1975. Title IX forbids discrimination based on sex in any education program or activity receiving federal funds. The outcome is that elementary and secondary schools (along

with colleges) must develop programs to meet the athletic needs and interests of both sexes. These include coeducational participation and equal opportunity in athletic offerings, equipment and facilities, and scheduling of games. Title IX also includes personnel regulations, but it avoids the area of sexist stereotyping in textbooks under the assumption that this impinges on constitutional guarantees of free speech and free press."

Biased _____ Sex Fair _____ Affirmative _____

Part III

The following excerpt reflects sex role bias. Rewrite this excerpt to reflect a sex fair story line. Then rewrite it again, this time to reflect an affirmative story line.

Biased Version:

Myra found herself babysitting for her younger brother, Geoff. She asked her older brother, Frank, if he would share the responsibility, so that she could do other things. Frank laughed, "That's girl's work, I'm no babysitter."

Sex Fair Version:

_____

_____

_____

_____

_____

Affirmative Version:

_____

_____

_____

_____

_____

SUMMARY OF THE FORMS OF SEX BIAS IN
INSTRUCTIONAL PROCEDURES - K-12

Participant Worksheet 6

1. Invisibility-- Teachers interact far more frequently with boys: rewarding them for their academic work, punishing them, talking to them, questioning them, and years later, remembering them, far more often than they remember girls. Girls have become far less visible and audible members of the classroom population. Female invisibility is underscored by bulletin board and other displays which frequently omit women entirely.

2. Stereotyping--Many teachers assume that the male half of the species shares one set of abilities, interests, values and roles, and the female half a different set of these characteristics. These stereotyped expectations ignore individual differences, affect the teacher's behavior and serve to limit the full development of male and female students. Teachers often reward boys for active, assertive, curious behavior, while rewarding girls for appreciative, dependable and quiet behavior. When these stereotyped teacher expectations are reinforced by stereotyped models, pictures and other displays, children receive more messages of "appropriate" sex role behavior and many children learn to limit their careers and capabilities in order to fit these stereotyped roles.

3. Fragmentation/Isolation--By arbitrarily separating boys and girls in classroom procedures such as lining up, the formation of work groups, and the organization of recreational activities, teachers promote the fragmentation and artificial isolation of the sexes. Purposeless separation serves as a divisive influence and distracts from the goal of sex equity. When represented in the physical environment of the classroom, on bulletin boards and in other displays, the role and contributions of women are presented separately and secondly, as though the female role is only a corollary to the mainstream of the human experience.

4. Linguistic Bias--The same forms of language bias which emerge in instructional materials may also emerge in the language of the classroom. Sex biased words such as mankind and salesman, and the constant reliance on the male pronoun "he" to refer to both males and females, are examples of sexist language patterns which belittle the role and importance of females. As in the other cases of bias, the physical displays in the room may also reflect sexist messages, in this case, through biased language.

5. Imbalance/Selectivity--The educational system reflects an imbalance in compensatory educational programs. Special education programs alleviate learning problems which tend to affect boys, while generally ignoring those which hamper girls. Therefore, although there are special education programs for reading and emotional learning problems, there are few special programs in spatial relations and mathematics. Compensatory education programs reflect a sex bias in the selection of the type of learning problems to be recognized and remedied, and this imbalance works to the disadvantage of females.

6. Unreality--In spite of the many ways sex bias emerges in classroom interaction most teachers and teacher educators are unaware of the impact of their own behavior in reinforcing sex bias. In order to overcome this lack of awareness of the unreality in the classroom, educators should be made aware of the sources and impact of biased interactions.

IDENTIFYING SEX BIAS IN INSTRUCTIONAL PROCEDURES--CASE EXAMPLES

Participant Worksheet 7

After reviewing the "Summary of the Forms of Bias in Instructional Procedures" (Participant Worksheet 6), you are ready to develop your skills in analyzing and remedying sex bias in the classroom.

In each of the following case examples, a classroom incident is described. If you do not detect any sex bias in the case example, just write down "no" and go on to the next case. If you do detect bias, write down the form of the bias, and rewrite the script by suggesting what change(s) should be made to eliminate the sexist classroom practice.

1. Principal: (describing the elementary curriculum to a group of parents on Visiting Day)

"So as you can see, we have a number of innovative programs and curricular material in our school. I am particularly proud of our special education program which includes comprehensive learning modules in reading disabilities and spatial visualization disabilities."

Is there sex bias in this situation _____

If so, what form _____

Rewrite the script to eliminate the bias _____

_____

_____

_____

_____

_____

2. Teacher comments made during a 5th grade social studies lesson:

"Excellent work, Jim. You've really got a good grasp of the causes of the Civil War."

"Pete and Al, cut out the horsing around, and get going on your reading assignment."

"Wanda, I want you to know how pleased I am with the polite and well mannered way you're behaving today."
"That does it, Pete. It's after school for you."

"Alex, the paper you handed in last week was excellent. You should be very proud."

Is there sex bias in this situation _____

If so, what form _____

Rewrite the script to eliminate the bias _____

_____

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_____

3. "I want all the boys up front, where I can see them. This class is not for goofing off. We are going to work!"

Is there sex bias in this situation _____

If so, what form _____

Rewrite the script to eliminate the bias _____

_____

_____

4. TOPICS LISTED ON AN ELEMENTARY SCHOOL BULLETIN BOARD

HEADLINES	THE ECONOMY	POLITICS
HOMEWORK ASSIGNMENTS		TEN GREAT WOMEN

Is there sex bias in this situation _____

If so, what form _____

Rewrite the situation to eliminate the bias

5. "Okay class, I need help distributing the new textbooks. Could I have three boys to volunteer to go down to the office to get the books?"

Is there sex bias in this situation _____

If so, what form _____

Rewrite the script to eliminate the bias _____

_____

_____

_____

6. "So far this semester, we have reviewed the life of the cavemen, man's discovery of fire and his development of primitive tools."

Is there sex bias in this situation _____

If so, what form _____

Rewrite the script to eliminate the bias _____

_____

_____

_____

7. "At last week's faculty meeting, Ms. Jones, the kindergarten teacher, took a strong position against sexist school practices. She pointed to her own classroom as an example of a sex fair environment."

"Today, the children in Ms. Jones' class are working with paper cut outs. As each girl finishes her work and comes up to her desk, Ms. Jones automatically staples the paper cut outs together. As each boy completes the paper cut outs, Ms. Jones routinely points to the stapler and says 'just staple them all together at the corner.'"

Is there sex bias in this situation _____

If so, what form _____

Rewrite the script to eliminate the bias _____

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_____

8. "Spelling bee time! Boys to the right, girls line up by the windows. This will be an exciting contest."

Is there sex bias in this situation _____

If so, what form _____

Rewrite the script to eliminate the bias _____

_____

_____

9. "We will be working with the drill press today. Both boys and girls will have an equal chance to work with it. But I don't want any girls going near it until I have a chance to demonstrate how it operates."

Is there sex bias in this situation _____

If so, what form _____

Rewrite the script to eliminate the bias _____

_____

_____

_____

10. "The school standards of decorum are quite clear. No jeans. No sleeveless shirts. No sandals. Only exceptions due to medical reasons will be allowed."

Is there sex bias in this situation _____

If so, what form _____

Rewrite the script to eliminate the bias _____

_____

_____

11. "Room 107 is the scene of a great deal of commotion. The grades for the chemistry course have been announced, and a number of students have done poorly. In the back of the room, Bob and Sally are particularly upset, and are almost near tears. The teacher is disturbed by this reaction, and calls them up after class. 'Take it easy Sally. I know you're upset, but things will work out, and Bob, pull yourself together. You shouldn't be coming apart like this.'"

Is there sex bias in this situation _____

If so, what form _____

Rewrite the script to eliminate the bias _____

_____

_____

_____

_____

_____

12. "The results on the standard mathematics achievement tests were very encouraging. We may have some future mathematicians in our class. And even some women mathematicians."

Is there sex bias in this situation ____

If so, what form _____

Rewrite the script to eliminate the bias _____

_____

_____

_____

13. "As part of our 'future careers' program, we will have four speakers tomorrow morning. Mr. Jacobs will discuss carpentry. Mr. Phillips will talk about the field of medical technology. Dr. Roberts will discuss the role of a physician. And Mr. Morgenthan will tell about his job as a small independent businessman."

Is there sex bias in this situation ____

If so, what form _____

Rewrite the script to eliminate the bias _____

_____

_____

_____

_____

14. "Physics is not an easy course, but it can be an important foundation for a career in science. All students are expected to meet minimum standards at least, and hopefully do a lot better. Anyone needing extra help, see me. That's what I'm here for. Okay, let's get to work."

Is there sex bias in this situation ____

If so, what form _____

Rewrite the script to eliminate the bias _____

_____

_____

15. "It's time to form into your groups. Those with previous experience in automotive mechanics go to station 1. Those with a limited background, go to station 2. And those with no knowledge of auto mechanics at all, report to station 3."

Is there sex bias in this situation _____

If so, what form _____

Rewrite the script to eliminate the bias _____

ASSESSING SEX BIAS IN THE CLASSROOM: AN OBSERVATION SHEET 1

Participant Worksheet 8

The Cognitive and Affective Classroom Environment

	Always	Sometimes	Never
Does the teacher interact with females and males similarily with regard to:			
1. the frequency with which they are called on			
2. the frequency with which they are praised			
3. the kinds of behaviors for which they are praised			
4. the kinds of behaviors for which they are punished			
Is the teacher's language free of sex bias with regard to:			
5. use of masculine terminology to refer to all people			
6. use or acceptance of derogatory terminology to refer to members of one sex			
word order which consistently places males first (he or she, boys and girls, men and women)			
Does the teacher treat females and males similarily with regard to:			
7. standards for dress and appearance			
8. the application of classroom rules and privileges			
Does the teacher express similar expectations for females and males with regard to:			
9. attitudes, abilities, career goals, work assignments (audiovisual aids, messengers)			
10. the level and nature of emotional expression that is considered appropriate for the classroom			

	Always	Sometimes	Never
Are the standards set for male and female students similar with regard to:			
11. expected levels of academic performance			
criteria used for evaluation			
Does the teacher provide balance for females and males with regard to:			
12. the frequency with which compensatory instruction is provided			
13. the nature of the compensatory instruction that is provided			
The Physical Classroom Environment			
Does the teacher arrange all visual display material to avoid bias with regard to:			
1. the frequency with which females and males are depicted			
2. sex stereotyping in behaviors, roles, and occupation			
3. fragmentation and isolation in the presentation of material about women			
Are all written communications free of linguistic bias in terms of:			
4. use of masculine terminology to refer to all people			
5. use or acceptance of derogatory terminology to refer to members of one sex			
6. word order which consistently places males first			
Does the teacher make sure that the following are not designated on the basis of sex?			
7. seat assignments or work group assignments			
8. the lining up of students for entering or leaving the classroom			
9. play groups for recreational and social activities			

	Always	Sometimes	Never
10. team assignments for academic competitions			

The Supervisory Conference

1. Does the teacher demonstrate an awareness of the forms of sex bias in the classroom?			
2. Is the teacher able to identify ramifications of biased behaviors?			
3. Can the teacher suggest behavior changes to eliminate sexist classroom practices?			
4. Is the teacher committed to the elimination of sex bias from her/his classroom?			

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[1] Adapted from materials developed by Joyce Kaser, Resource Center on Sex Roles in Education, Washington, D. C.

IDENTIFYING SEX BIAS IN TEACHER EDUCATION COURSES:
A PREDICTION SHEET

Participant Worksheet 9

This activity asks you to build on the previous exercise, and apply your bias detecting skills to your own profession. Because there is a dearth of studies which specifically focus on sex bias in teacher education classrooms, we are asking you to consider and predict, as specifically as possible, the nature and forms of sex bias in these classrooms.

You may find it useful to refer to "Summary of the Forms of Sex Bias in Instructional Procedures, K-12" (Participant Worksheet 6), "Assessing Sex Bias in the Classroom: An Observation Sheet" (Participant Worksheet 8), and "Identifying Sex Bias in Instructional Procedures--Case Examples" (Participant Worksheet 7). As you review the forms and the examples of bias in K-12 classrooms, attempt to predict how this bias would emerge in teacher education classes. For example, sexist language might be reflected by instructors who refer to teachers as "she" and administrators as "he". Under each of the forms of bias listed below, attempt to identify several potential examples of bias in teacher education classrooms.

1. Invisibility

2. Stereotyping

3. Fragmentation/Isolation

4. Linguistic Bias

5. Imbalance/Selectivity

6. Unreality

SELF ANALYSIS ACTION PLAN

Participant Worksheet 10

Although we all prefer to think of ourselves as relatively bias free, research suggests that in fact very few of us manage totally sex fair classroom climates. Look back over Participant Worksheet 9 related to sex bias in teacher education programs. Identify several elements of sex bias that may exist in your own classroom. List them below.

On the following form, indicate a method you can use to determine if your classroom does contain this element of sex bias, and if it does, suggest an action plan that you can adapt to eliminate this bias.

Suspected Sex Biased Instructional Procedure	Method for Determining if Some Form of Sex Bias Does Actually Exist in Your Classroom	Plan for Eliminating the Bias

Suspected Sex Biased Instructional Procedures	Method for determining if some form of sex bias does actually exist in your classroom	Plan for Eliminating the Bias

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(Page 2)

If you wish, you may informally discuss your plan with your colleagues. Or if you prefer, you can keep your plan confidential--one that you will work on individually to improve your own classroom climate. (You may also wish to use this approach with your students to help them identify and reduce elements of sex bias in their own classrooms).

SEQUENCING TEACHING STRATEGIES TO COMBAT SEX BIAS

Participant Worksheet 11

The following suggested classroom activities provide a sequence of practical instructional ideas directed at affirmatively confronting sex bias. These activities can be adopted or adapted by classroom teachers who are looking for practical suggestions for teaching children to confront the nature and impact of sex bias. Some of these activities have been adapted from values clarification exercises, while others are original. All of them have been classroom tested, and are sequenced in three levels: 1) awareness; 2) analysis and clarification; 3) action strategies.

Awareness Strategies

The first level on the sequence is that of awareness. Lessons on this level are designed to make students more cognizant of the nature of sex role stereotyping. These lessons will help students become aware of both subtle and overt forms of sexism.

Awareness lessons can help students become cognizant of the ways sex stereotyping pervades every facet of society. As a start, students can explore the following activities:

1. Textbooks--Students can review their own texts and curricular materials much the same way you did in the first application module. They can list and compare the actions, behaviors, and adjectives attributed to each sex. Simple frequency counts of the amount of space, the nature of the coverage, the illustrations and so on devoted to each sex could serve to alert students to sex bias in their texts.

2. Newspapers, journals and trade books--Other related lessons could be developed with non-text print materials. Trade books used to supplement texts, or for leisure reading could also be analyzed in this way. Journals and newspapers can be submitted to a frequency count. For example, students might explore the following questions:

    - Whom are the various articles written about? Note the names and count the frequency for each group.
    - Which groups are generally omitted? Whose names are given by lines on articles? Can you identify certain sections of the paper or journal which is focused at certain groups?
    - About whom are the obituaries?
    - What are the comics about? What groups are portrayed in the comics? How are they portrayed?
    - To what audiences are advertisements directed?
    - Are want ads sex segregated? Do they include "equal employment opportunity" statements?
    - Are there special feature sections? At which groups are they directed?

3. Media--Television has a critical impact on our society, and provides yet another opportunity for students to become aware of sex bias in our schools. Students can do a frequency count of both television programming and commercials to determine the treatment of the sexes.

   - What kinds of shows do women appear on? What roles are they assigned? What behaviors and attitudes do they demonstrate?
   - How are women and men portrayed in television commercials?
   - How many women are listed in the credits which are presented at the end of television shows? What are their jobs?

4. Supplementary Materials--Another classroom strategy to increase student awareness of sex bias is the inclusion of supplementary materials. There are a number of bibliographies listing reading and other materials which present sex fair and sex affirmative messages. Many women's groups and equal educational opportunity organizations distribute listings of these materials. Below is a brief sample listing of some of these supplementary books.

   For Younger Children:

   Byars, Betsy. Go and Hush the Baby, Viking, 1971.
   Danish, Barbara. The Dragon and the Doctor, Feminist Press, 1971.
   Klein, Norma. Girls Can Be Anything, Dutton, 1973.
   Merriam, Eve. Boys and Girls, Girls and Boys, Holt, 1972.
   Zolotow, Charlotte. William's Doll, Harper, 1972.

   For Older Children:

   Bawden, Nina. Carrie's War, Lippincott, 1973.
   Fitzhugh, Louise. Harriet the Spy, Harper, 1964.
   Greene, Betty. The Summer of My German Soldier, Dial, 1973.
   Gripe, Maria. The Night Daddy, Delacorte, 1971.
   Kerr, M. E. Dinky Hocker Shoots Smack, Harper, 1972.
   Klein, Norma. Mom, The Wolf Man and Me, Pantheon, 1972.
   L'Engle, Madelene. A Wrinkle in Time, Farrar, 1962.
   O'Dell, Scott. Sing Down the Moon, Houghton, 1970.
   Zindel, Paul. The Pigman, Harper, 1968.

5. Clarification Strategies--The second level of the sequence of classroom strategies is that of clarification. Instruction on this level is directed at helping students analyze and clarify their personal feelings, beliefs and values related to sex bias. Clarification activities naturally follow awareness activities, for after students become cognizant of sex bias in society, they must then come to grips with their own reactions.

   Following are some sample classroom strategies at the clarification level:

   A. Where do you stand? The teacher reads a series of questions related to sex bias, and asks each student to vote as to their personal position on each question. In this activity, each student begins to clarify his or her own position on various aspects of sex bias. For example, the teacher may ask, "How many of you ...

...Think it should be acceptable for a man to stay at home as a househusband, and for the wife to be the only breadwinner?

...Would feel somewhat uncomfortable with a female friend whose career goal was to become President of the United States?

...Believe boys should not play with dolls?

...Believe that boys and men should help with washing dishes, making beds, and other housekeeping chores?

...Believe that it is appropriate for a woman to work when she has preschool children?

...Would not like to have a woman principal?

B. Fill in the dots--The following clarification strategy requires the students to become more fully in touch with their own values and thoughts concerning sex bias. The students are asked to complete the following sentences:

When I see a three-year old boy playing with a doll, I ...

When I see a famous football player doing needlepoint, I ...

When I write a letter to a woman, I would/would not address her as Ms. because ...

If I had to have an operation, and the doctor scheduled to operate on me was female, I ...

The treatment given to sex bias in newspapers and on television is ...

6. Autobiographical Questionnaire--This activity is also directed at increasing student clarification on this issue, and requires the student to answer the following kinds of questions:

Have you ever:

- felt angry because of sexism?
- written a letter to a newspaper, magazine, television station or company concerning sexism?
- given time or money to combat sexism?
- been angry with a friend because of a sexist attitude?
- been upset with yourself because of your own sexist attitudes or behaviors?

7. Action Strategies--After the student has become aware of the issue and has clarified his/her personal position in relation to the issue, the final sequence of activities is directed at providing students with constructive outlets for their beliefs. Action strategies enable students to move from words to behaviors, from values to actions. Without this final level, the issue might remain academic in nature and divorced from

reality. Teachers may wish to provide students with one or more of the following action strategies:

A. Write a letter to a newspaper voicing your concern.

B. Organize a group to continue work in this area.

C. Print up and distribute posters, bumper stickers and buttons stating your position.

D. Develop a presentation, film, slide show to bring your message across to others.

E. Write an informal brief statement of your position for distribution.

F. Write to a local television station requesting time to present your views.

G. Write, telegram, call your elected representatives and tell them of your stand on this issue.

H. Write a social protest song which advocates your position.

DEVELOPING AFFIRMATIVE TEACHING STRATEGIES FOR THE TEACHER EDUCATION CLASSROOM

Participant Worksheet 12

Below are listed the three categories of (1) Awareness; (2) Analysis and Clarification; and (3) Action. Under each category list and briefly describe as many affirmative teaching strategies as you can that are appropriate for the teacher education classroom. You may wish to use or adapt strategies from Participant Worksheet 11. You should also try to develop some new strategies that are not listed on the worksheet that are particularly appropriate for the teacher education classroom.

Awareness Strategies

Analysis and Clarification Strategies

Action Strategies

TEACHER AS INSTITUTION BUILDER

Participant Worksheet 13

Functions of Institution Builder	Specific Actions to be Taken in Eradicating Sexism
1. Identification of Institutional Goals	
2. Development of programs consistent with Institutional Goals	
3. Development of Curricula Consistent with Educational Goals	
4. Development of School Procedures Consistent with Institutional Goals	

Functions of Institution Builder	Specific Actions to be Taken in Eradicating Sexism
5. Development of a Coherent School System That is Consistent with Institutional Goals	
6. Development of Resource/ Support Systems That Are Consistent with Institutional Goals	

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TEACHER AS SCHOLAR

Participant Worksheet 14

Functions of Scholar	Specific Actions to be Taken in Eradicating Sexism
1. Continual Inquiry and Acquisition of Knowledge	
2. Application and Integration of Knowledge into the Teaching-Learning Process	
3. Generation of New Knowledge	

TEACHER EDUCATOR AS SCHOLAR AND INSTITUTION BUILDER:
RECOMMENDATIONS FOR ACTION

Participant Worksheet 15

The following is a list of suggested recommendations for eliminating sexism in teacher education programs. These recommendations are adapted from "Eliminating Sexism: Teacher Education and Change," Shirley McCune and Martha Matthews, Journal of Teacher Education, Volume XXVI, No. 4, Winter 1975, pp. 294-300. However, you may wish to add other recommendations which are also related to the teacher educators role as scholar and institution builder.

Teacher Educator as Institution Builder

1. Initiate institutional self-evaluations to review teacher education policies and practices as related to sex bias. (Including employment, promotion, tenure, student recruitment and treatment, curricular materials, program goals, role models, compliance with Title IX, etc.).

2. Develop affirmative action plans to correct discriminatory practices and programs.

3. Disseminate information related to sexism to other departments on the campus and to other teacher education programs.

4. Include content related to sex bias throughout the teacher education program.

5. Provide leadership within the college or professional organizations for the development of programmatic efforts which address sexism in education.

6. Develop a center of non-sexist materials, available for use by other faculties as well as teacher education colleagues.

Teacher Educator as Scholar

1. Design research which addresses problems of educational practice and sex bias.

2. Disseminate this research to school systems and other departments on campus.

3. Read educational journals and other related literature to keep informed about sex bias research.

4. Implement results of investigations to modify instructional, curricular, and other policies and practices.

5. Encourage the establishment of research agendas to encourage coordinated/ systematic investigations into such concerns as:

   - possible differences in learning styles of males and females

   - causal relationships between sex differences and educational per-

formance

- the sources of sex bias in education
- the effectiveness of programs designed to eliminate sex bias in education
- development of curricular materials which are non-sexist
- identification/correction of sex bias within educational theory and disciplinary content

TEACHER EDUCATOR AS SCHOLAR AND INSTITUTION BUILDER
ACTION PLANNING

Participant Worksheet 16

1. Identifying Action Objectives

Which three recommendations listed on Worksheet 15 would you most like to convert into personal objectives? (You may prefer to identify objectives related to the teacher educator as scholar and institution builder which are not included on the worksheet. Worksheet 15 is designed to offer suggestions only).

A.

B.

C.

2. Barriers and Supports

A. What are the barriers that you will likely face in attaining your three action objectives?

B. What supports will you have in working toward your change objectives?

C. What resources (knowledge, skills, money, people, etc.) will you need to achieve your action objectives?

3. List below the steps that you will have to take to attain these objectives. Next to each step, identify a target date for its completion.

STEP	SCHEDULE

APPENDICES

IDENTIFYING SEX BIAS IN K-12 INSTRUCTIONAL MATERIALS:
CASE STUDY ANSWER SHEET

Appendix A

The following answers indicate the form of bias found in the case studies, as well as suggested revisions. Participants may discover other forms of bias and may suggest alternate revisions, so it is important that the facilitator keep an open mind to consider responses different from those cited below:

Case 1

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revision: The revision should eliminate the stereotype of the girl and mother being responsible for and confined to the home. A revision might suggest that a son and daughter help their parents with household chores so that the entire family could then pursue other interests.

Case 2

Is sex bias present? Yes

Forms: Sexist language
Invisibility
Stereotyping

Comment and Suggested Revisions: Male and female farmers should both be referred to. The use of the pronoun "he" to refer to all farmers should be revised. The use of "frontiersman" is an example of sexist language and serves to deny the contributions and sacrifices of pioneering women. This noun should be replaced (e.g., "pioneering farmers", "frontier settlers," "pioneering men and women").

Case 3

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes nouns and roles that refer to both men and women.

Case 4

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes a father who takes responsibility for preparing dinner and a teenage boy who is able to demonstrate emotions. Both break with the traditional male sex role stereotype.

Case 5

Is sex bias present? Yes

Form: Fragmentation/Isolation

Comment and Suggested Revisions: The role of women in contemporary society should not be isolated from the main portion of the narrative, but should be included throughout the chapter. Perhaps the section on "Contributions of Contemporary Women" might be changed to "Contributions of Contemporary Americans" and include both men and women. As this chapter is now organized, it suggests that the role of women is outside the mainstream of American life.

Case 6

Is this usage bias? Yes

Form: Sexist language

Comment and Suggested Revisions: Mankind to human, humanity, people, women and men; co-ed to student; man and wife to husband and wife; women were given the vote to women won the vote; salesman to salesperson; brotherhood to unity, amity, community; forefathers to precursors, ancestors, founders.

Case 7

Is this passage sexist? Yes

Form: Unreality/Isolation

Comment and Suggested Revision: The passage is written with generalizations and omits divergent views, emotional struggles and the barriers to full equality, which are so much a part of the women's movement. This simplistic account of the struggle for equality is misleading. The passage could be made more realistic by including the barriers to equality, the sacrifices of feminists involved in the struggle, and the opponents to the feminist movement, including the opposition to the passage of the Equal Rights Amendment.

In addition, the isolation of women from the other sections of the text might be criticized. This isolation is underscored by the all male population reflected in the illustrations. Revisions for rectifying this bias would include writing about women in the other sections of the chapter, and including photographs of women as well as men.

Case 8

Is this passage sexist? Yes

Form: Stereotyping

Comment and Suggested Revision: The portrayal of a timid girl and a courageous boy is stereotypic. Revisions migh include depicting both children as competent and capable or even describing a brave girl and a timid boy.

Case 9

Are these sentences sexist? Yes

Form: Sexist language

Comment and Suggested Revision: Abigail Adams influenced the social life of the capital to Abigail Adams was a talented writer whose accounts provide us with an insight into America's early days. In addition, she was influential in the capital's social life.

Mr. Hilgard took his wife to the west coast to locate a new house to The Hilgards went to the west coast to locate a new house.

The typical working man saw his pay check eaten up by inflation to The typical worker's pay check was eaten up by inflation.

Case 10

Is this passage sexist? Yes

Form: Stereotyping

Comment and Suggested Revision: Some might believe that because the girls' team won, the passage is non-sexist. But the undertone is critical here. The disbelief that is expressed by the boys suggest that the victory by a girls' team is an aberration. The revision should omit the boys' disbelief at the victory of a girls' team.

IDENTIFYING SEX BIAS IN TEACHER EDUCATION MATERIAL:
A PREDICTION SHEET AND SAMPLE RESPONSES

Appendix B

In each case, the sample responses represent only some of the many potential answers which participants may provide.

Course: Introduction to Education

The contributions of women are minimized, in particular contributions of minority women are excluded or isolated.

The issue of sexual equity in education is minimized or excluded.

Title IX is not discussed.

Biographies of male educators greatly outnumber biographies of female educators.

Illustrations stereotype teachers as female, administrators as male.

Illustrations reflect active boys and passive girls.

Teachers are referred to as "she" while principals and students are referred to as "he."

Course: Psychology of Education

The contributions of female psychologists and educators are minimized, omitted or isolated.

There may be imbalance in interpretation of research on sex differences. For example, sex differences may be attributed solely or primarily to genetic factors with only minor attention paid to environmental and cultural forces.

Discussion of the nature and impact of sex role socialization in child rearing, in school policies and practices, in the media, etc. may be minimized or excluded.

The findings from studies conducted with male subjects are generalized to the entire population.

No data is presented regarding the sex of subjects studied.

Famous psychologists, such as Inhelder, are referred to as men. (The author assumming that all noted psychologists are male.)

Course: Methods and Materials

Sex bias in curricular materials is not discussed in the text.

Potentially sexist teacher behaviors and expectations are not explored.

Techniques for identifying sex bias in instructional materials and behaviors are not presented.

Discussion of nonsexist teaching strategies is omitted.

Pictures of children reflect a significant imbalance between the sexes. Teachers are pictured and referred to as female. Administrators are pictured and referred to as male.

Course: Children's Literature

Sexism is not included as a topic of discussion.

Books with sexist story lines and stereotyped characters are not analyzed.

Content analysis procedures for evaluating sex bias are omitted.

Illustrations reflecting sex role stereotypes are not analyzed or discussed.

Course: Special Education

Special disabilities which trouble boys more frequently than girls are given extensive discussion (emotional problems, verbal difficulties, reading disabilities), but special learning problems frequently associated with girls (spatial relations, mathematics and sciences) are minimized or given no discussion whatsoever.

Bias in pictorial material.

Bias in linguistic construction.

In addition to the bias related to each particular course, these textbooks might reflect generic forms of sex bias. Participants might volunteer the following responses:

Sexist language, using masculine nouns and pronouns to refer to all people.

Sex stereotyping traits, behaviors and careers.

Omitting controversial issues related to sexism.

Using inserts or minor passages to discuss women and devoting the major portion of the text to male-oriented narrative.

The authors and contributors who wrote the text are male while the typists and research assistants cited in the acknowledgments are female.

Conflicting viewpoints are ignored or underemphasized.

Harsh realities are glossed over with unrealistic generalizations.

Topics of concern to women are not included.

DISTINGUISHING BETWEEN SEX FAIR AND AFFIRMATIVE

ANSWER GUIDE

Appendix C

Part I

1. Affirmative
2. Biased
3. Sex Fair
4. Biased
5. Affirmative

Part II

1. Biased
2. Sex Fair
3. Affirmative
4. Biased

Part III (suggested revisions--many others are also possible)

1. Sex Fair--Myra and Frank share the babysitting responsibility.
2. Affirmative--Frank indicates that he would prefer to take sole responsibility for babysitting. He feels that it is good for him in learning how to be a good parent.

IDENTIFYING SEX BIAS IN INSTRUCTIONAL PROCEDURES--
CASE EXAMPLE ANSWER SHEET

(For Participant Worksheet 7)

Appendix D

Following are suggested responses for Participant Worksheet 7. In some cases, other forms of bias may also apply and facilitators may accept answers that vary from the suggested responses below.

1. No bias

2. Invisibility--The script could be rewritten by increasing interaction with female students and praising them for academic performance as well as good behavior.

3. Fragmentation--Another possible answer is stereotyping. The script could be rewritten by eliminating the sex segregated grouping.

4. Fragmentation in the visual display--The script could be rewritten by integrating the accomplishments of women throughout bulletin board materials.

5. Stereotyping--The script could be rewritten by asking for student volunteers to get the new textbooks.

6. Linguistic bias--The script could be rewritten by refering to cave "people," "people's" discovery of fire and "their" development of primative tools.

7. Unreality and stereotyping--The script could be rewritten by having both females and males staple their papers. To eliminate unreality, Ms. Jones must recognize the various subtle ways that sex bias may emerge in her classroom.

8. Fragmentation--The script can be rewritten by eliminating the sex segregated competition.

9. Stereotyping and isolation--The script can be rewritten by indicating that no student may go near the drill press until operational procedures have been demonstrated.

10. No bias

11. Stereotyping--The script can be rewritten by recognizing expression of emotion for both Sally and Bob.

12. Stereotyping and linguistic bias--The script could be rewritten by eliminating the reference to "women mathematicians".

13. Imbalance and stereotyping--The script could be rewritten by providing a balance of female and male speakers.

14. No bias

15. No bias

IDENTIFYING SEX BIAS IN TEACHER EDUCATION COURSES

Sample Responses to the Prediction Sheet
(For Participant Worksheet 9)

Appendix E

The participants will probably suggest a number of responses which may be both accurate and not represented in this appendix. The following examples are meant to indicate the general nature of appropriate participant responses, and should not be considered a complete list.

1. Invisibility--Does the teacher educator tend to focus attention more on one sex, leaving class members of the other sex less involved in classroom interaction?

   Are there female role models in leadership and managerial positions in the teacher education program?

   Does the teacher education program contain continuous instruction on the role and effects of sex bias in education?

2. Stereotyping--Does the teacher educator indicate expectations that male students will teach in the higher grades or go into administration?

   Does the teacher educator indicate expectations that males will be more effective disciplinarians?

   Does the teacher educator indicate expectations that females will either remain as teachers for their entire career, or give up their careers entirely to get married?

   Does the teacher educator praise females for their appearance, males for their accomplishments?

3. Fragmentation/Isolation--Does the teacher educator arbitrarily separate male and female students for work groupings?

   Are there any exhibits or displays which arbitrarily separate males and females?

4. Linguistic Bias--Does the teacher educator employ sexist language (e.g., school board chairman?)

   Do any class exhibits contain sex biased words and messages?

5. Imbalance/Selectivity--Does the teacher educator's behavior demonstrate an understanding of sex differences in intellectual achievements?

   Does the teacher education program reflect a stronger emphasis on the teaching of reading than on science or math methodology?

   Does the teacher education program include instruction on the methods of teaching spacial relations skills?

6. Unreality--Does the teacher educator reflect an understanding of the research on sex differences?

   Does the teacher educator indicate a realization of the effects of sexist behaviors and materials?

   Is the teacher educator committed to reducing and eliminating sex bias in the classroom?

AFFIRMATIVE TEACHING STRATEGIES FOR THE TEACHER EDUCATION CLASSROOM:
SUGGESTED RESPONSES

(For Participant Worksheet 12)

Appendix F

Following are sample affirmative teaching strategies for Participant Worksheet #8. It should be kept in mind that there are many other potentially appropriate responses as well.

Awareness Strategies

- Helping students analyze teacher education textbooks for sex bias
- Providing supplementary material to correct textbook omissions and inaccuracies
- Helping teacher education students analyze sex bias in television and newspaper coverage of education. (For example Kotter and his sweathogs suffer drastically from bias in omission and in stereotyping)
- Developing a variety of content lessons that deal directly with issues of sexism in education

Analysis and Clarification Strategies

- Questions on the "where do you stand strategy" can be adapted to a level appropriate for teacher education students. For example, the following are sample quotations appropriate for teacher education students.

  How many of you:

  --would feel somewhat uncomfortable if a female student stated that she was determined to become a heart specialist? A senator? President of the United States?

  --think that a pregnant unmarried woman should be dismissed from a junior high school teaching position?

  --think it is appropriate for a woman to work when she has preschool children?

  --have ever wondered why there is so little information about women in your textbooks?

The "Fill in the Dots" strategy can also be adapted for teacher education students. The Autobiographical Questionnaire can also be used for teacher education students. So can a strategy called "The Conflict Story" which is described below.

Conflict Story

Read the following story and then list the names of the characters you liked the most and those you liked the least. In small groups, talk the lists

over and discuss why you have rank ordered the characters as you have.

Ms. Jones, Ms. Smith, and Ms. Dean want to institute a course on women's studies for their school's 4th-grade classes. They do a great deal of research and they present to the principal a well-developed curriculum complete with objectives, learning opportunities, book lists, and evaluation activities. They feel there is both a need and an interest on the part of students for such a course. The principal greets their proposed course with scorn, noting, "With all we're trying to cram into the curriculum today, there's absolutely no room for this kind of foolishness." The three teachers meet with a guidance counselor and they try to enlist his support in gaining acceptance of the course. When the initially sympathetic guidance counselor, who has his eye on the assistant principalship, learns that the principal has already rejected instituting the course, he withdraws from further involvement saying, "It surely would be a nice addition to have such a course, but it's not worth upsetting the school over it." Ms. Smith is very upset by the experience, but she decides to salvage some of the course by inserting it piecemeal into her class work so the principal would not know about it. Ms. Jones is determined to keep working to get the course recognized, and she continues talking to the students, teachers, and parents to win their support. Ms. Dean considers the situation to be symbolically frustrating, and she leaves teaching to become more directly involved with the women's movement.

Action Strategies

Almost all the action strategies listed on information sheet #4 can be utilized in the teacher education classroom. Also:

- teacher education students can develop lesson and unit plans for various grade levels that deal with issues of sexism.
- they can do research on various topics related to sexism in order to supplement their texts and correct existing biases.
- they can conduct experimental studies that attempt to answer various questions related to sexism and sex role stereotyping.
- they can develop nonsexist materials for use in their classrooms--puzzles, board games, simulation games, a variety of toys, math anxiety units, and techniques for teaching spatial abilities, etc.